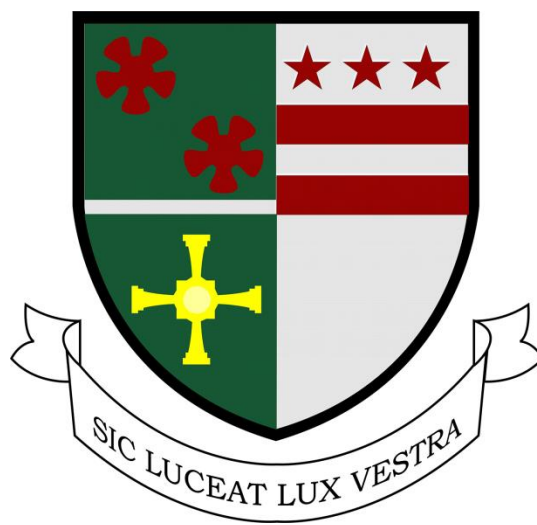


Year 7

Relationships, Sex and Health
Education



Ten Ten Resources

Name:

Tutor Group:

Relationships, Sex and Health Education

By the end of this unit, Year 7 pupils should be able to demonstrate knowledge of:

1. Religious understanding of the body:

- The belief that humans are created in the image of God (imago dei)
- The belief that humans are one person, made of body and soul
- All people have value and dignity (should be treated with respect)
- How to recognise respect for themselves and others

2. Changes in puberty:

- The physical and emotional changes people go through during puberty
- How to look after their changing bodies (how to stay healthy)
- How to take responsibility for personal hygiene
- Understand that people will have different body shapes, sizes, and attributes

3. What contributes to self-esteem:

- How self esteem can affect a person's confidence
- How body image can lead to high or low self esteem
- Different techniques that can help to increase a person's self esteem

4. Where we come from:

- Sexual intercourse within a scientific, moral, and religious context
- How humans reproduce
- The terms fertility and menstrual cycle

5. Family and Friends

- The features of positive and stable relationships between family and friends
- The different family structures within society
- How to deal with conflict, where to seek support and the qualities of true friendship

6. My life on screen (this lesson is taught in addition to a wider online safety curriculum)

- What a positive digital life looks like
- How images and attitudes online can affect self esteem
- How to stay safe online and minimise risky behaviour

7. Living Responsibly:

- How to show respect to others and themselves
- How to play a responsible part in the community
- What is meant by social responsibility?

Key Concepts

Key Concept	Definition
Body	The physical and material part of a person
Soul	The spiritual and immaterial part of a person
Imago Dei	The belief that humans were created in the image of God
Puberty	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood.
Personal Hygiene	How you take care of yourself, including keeping your body clean, mouth & teeth clean, and your hair and scalp clean
Self Esteem	Having confidence in your own ability and showing yourself respect
Sexual Reproduction	Where the genetic material from two individuals mixes to create offspring (a child/children)
Social Responsibility	Where the actions of an individual or group benefit the whole of society

Catholic understanding of the body



Imago dei

The belief that humans are created in the image of God

Self Esteem






Having confidence in your own ability and showing yourself respect

Body

The physical and material part of a person

Soul

The spiritual or immaterial part of a person

Human Dignity and Respect	
<p>Imago Dei</p> 	<p>Catholics believe that human beings are made 'imago Dei', which means "in the image of God". This is taken from the Genesis account of the creation of Adam, when God says, "Let us make human beings in our own image."</p>
<p>One Person: Body & Soul</p> 	<p>Catholics believe that each human is made of the body and the soul . These are the two parts which make one whole person. The main distinction between the body and soul is that the body is material and the soul is immaterial.</p>
<p>Human Dignity</p> 	<p>Catholics believe in human dignity which is the belief that all people, no matter their sex, race, religion , culture of gender has value. They believe that human life was created by God, is sacred and all lives should be treated with respect. This influences Catholics to focus on both their needs and the needs of others.</p>
<p>Respect for others</p> 	<p>'Respect' means treating everyone and everything with care. Jesus taught the 'Golden Rule ' which is to treat others the way you would like to be treated. You can show respect for others in how you speak to them, how you behave towards them and how you treat them, even when you're not in their company.</p>
<p>Respect for ourselves</p> 	<p>Self-respect is loving yourself and treating yourself with care. It's the result of staying true to your values and principles. Respecting yourself also prevents you from comparing yourself and your life with other people. This may be especially important in today's digital world which can have a negative impact on self-esteem.</p>

Diagnostic Assessment

Complete the table below, put a tick in the box that best describes your thinking. Be honest, it does not matter if you are not confident, the lessons that follow will help you think about these topics in more depth.

Topic	Not confident	Slightly confident	Fairly Confident	Completely confident
What is meant by the belief that humans are unique				
The physical and emotional changes that people go through during puberty				
How to take responsibility for personal hygiene				
What contributes toward positive self esteem				
How humans reproduce, fertility and the menstrual cycle				
What makes a positive and stable relationship with family and friends				
What a positive digital (online) life looks like				
How to play a responsible part in the community				

Lesson One – Who Am I?

Enquiry Question: What make me unique?

Catholic beliefs about human life

The Catholic Church teaches that all humans are created in the image of God. They use a Latin term to describe this known as the 'Imago Dei'. This belief is based on the first book of the Bible, Genesis, and it is the reason why Catholics believe that all people should be treated with dignity and respect. Catholics believe that humans are made up of two parts:

1. Body: the physical and material structure of the body. We must ensure that we take care of our bodies through actions that are safe and healthy.
2. Soul: the spiritual or immaterial part of a person. Catholics believe this is given to us by God and is what makes us unique. Our soul is linked to our personality, our emotions and our mental health. We must ensure that we take care of this part of ourselves through actions that are safe and healthy.

Ground Rules

In this unit, we will discuss issues that are delicate and sensitive. It is important that we follow these simple rules in each and every lesson:

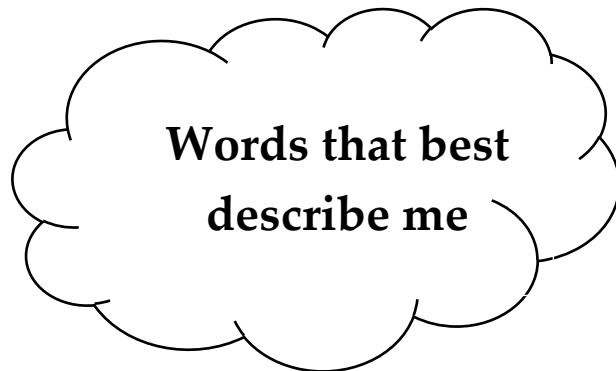
1. Students have the right to share their opinion and be listened to
2. Student opinions should not offend or make anyone feel uncomfortable
3. Students do not have to answer personal questions. What you write down in your work booklet can be shared, but you will not be asked to share anything you do not want to.
4. If you have questions that you do not feel you want to ask in class, you can ask these questions confidentially with your form tutor.

Video 1: Watch the opening video (3 mins) and listen to presenters Nathan and Mari discuss the importance of ground rules. Would you add anything to this list?

Video 2: Watch the next video (2 mins) and listen to the opinions of students across the country.

Everybody write:

What words best describe you? Write the words onto the mind map below.



Two Truths and a Lie:

Write down two truths and one lie about yourself. Read them out and see if the rest of the class can work out which one is a lie.

1. _____

2. _____

3. _____

Video 3 (4 mins): Watch our presenters introduce some big questions about life, sex, God and puberty, and discuss scientific facts that make us each physically, mentally and emotionally unique.

Discuss and write: What makes you unique?

Write down 3-5 ideas from your discussion below.

1.	
2.	
3.	
4.	
5.	

Extension task: What do you think the following quote means?

“The things that make me different are the things that make me”

I think this quote means...

Being different can be difficult because...

Being confident and proud of your differences is important because...

Video 4 (4 mins): Watch Nathan and Mairi ask why we are each incredible, unique, human persons - combinations of body and soul that are inseparable until we die - concluding that God made us and loves us.

How comfortable are you?

On a scale of 1-10 how comfortable do you feel about discussing the following topics:

Sex

1 2 3 4 5 6 7 8 9 10

Very uncomfortable

Very comfortable

God:

1 2 3 4 5 6 7 8 9 10

Very uncomfortable

Very comfortable

Puberty

1 2 3 4 5 6 7 8 9 10

Very uncomfortable

Very comfortable

Yourself

1 2 3 4 5 6 7 8 9 10

Very uncomfortable

Very comfortable

Your Family

1 2 3 4 5 6 7 8 9 10

Very uncomfortable

Very comfortable

Your life online

1 2 3 4 5 6 7 8 9 10

Very uncomfortable

Very comfortable

Video 5 (3 mins): Watch our presenters recap the main learning of the session, share a faith testimony and invite pupils over the course of the programme to take time to get to know God better

Retrieval Task

Answer the following questions:

1. Which B is the physical and material structure of a person?

2. Which S is the spiritual or immaterial part of a person?

3. Which ID is a Latin term that describes the Catholic belief that we are created in the image of God?

4. Which G is the first book of the Bible where it teaches that God created all people?

5. What U describes that you are one of a kind and unlike anyone else?

What's your opinion?



Are Humans More Valuable Than Animals?

Physical & Emotional Puberty



Puberty

The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood.

Self Esteem

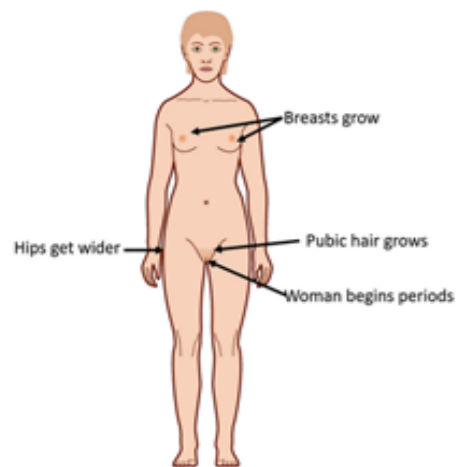
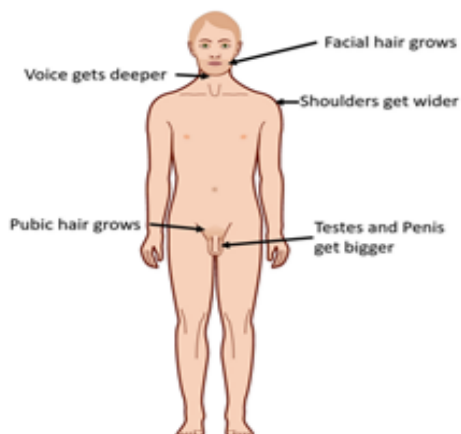
Having confidence in your own ability and showing yourself respect

Body

The physical and material part of a person

Personal Hygiene

How you take care of yourself, including keeping your body clean, mouth & teeth clean, and your hair and scalp clean



Physical Changes during Puberty

Boys only	<p>Most boys start between 9 and 14 years of age (average of 12)</p> <ul style="list-style-type: none"> • Facial hair and pubic hair grows • Voice breaking (becomes deeper) • Erections (linked to sexual maturity) • Widening of chest and shoulders • Testes and penis growth • Shoulders get wider
Girls Only	<p>Most girls start between 8 and 14 years of age (average of 11)</p> <ul style="list-style-type: none"> • Menstruation / Periods begin • Breast growth • Stretch Marks • Cellulite (deposits of fat that causes a dimpled appearance on skin) • Hips widen
Both girls & boys	<ul style="list-style-type: none"> • Underarm hair • Growth of pubic hair • Body smell becomes stronger • Emotional changes • Growth rate increases

Emotional Changes during Puberty

Common Changes	<p>Emotional changes vary from person to person, but they can include:</p> <ul style="list-style-type: none"> • Self esteem issues (lack of confidence in yourself and your appearance) • Sexual interest in other people • Social connection outside of family (friends & relationships) • Frustration and mood swings • Varied energy levels • Emotional behaviour (heated arguments and unwanted aggression)
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Help & Support Available

Trusted Adult	Parent, Carer or Teacher
Childline	Puberty Childline

Personal Hygiene



Personal Hygiene

How you take care of yourself, including keeping your body clean, mouth & teeth clean, and your hair and scalp clean

Body Odour








The unpleasant smell of a person's unwashed body.

Oral Hygiene

Keeping your mouth, teeth and gums clean to prevent infection and disease.

Puberty

The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood.

Personal Hygiene	
Hair 	Puberty causes the oil glands in the hair to produce more oil which can make hair more oily meaning that it needs to be washed more regularly. It should be washed every two to three days.
Oral Care 	Brushing teeth twice a day, flossing and using a mouth wash can prevent bad breath and dental issues. Regular visits to the dentist are also important and this should take place at least once per year.
Face 	During and after puberty people can be more prone to spots and acne. This can be managed through the use of daily face washes. Exfoliants should be used twice weekly in order to remove dead skin cells.
Body Hair 	You may want to remove some body hair, but whether you do is up to you. Some boys who grow facial hair like to let it develop into a mustache and beard. Some girls may decide to leave the hair on their legs and under their arms as is. It's all up to you and what you feel comfortable with. Regular bathing/showering will ensure you keep clean.
Body Odour 	Due to puberty, sweat glands become more active than before, and begin to secrete different chemicals into the sweat that has a stronger smelling odour. Daily bathing (especially after strenuous exercise) and the use of antiperspirant or deodorant can help remove the strong smell. Antiperspirants will reduce the amount of sweat you produce whereas deodorants cover the smell and odour.
Genital Hygiene (Female) 	The inside of the vagina rarely needs cleaning with the use of soap. It has a natural balance of substances that can become disturbed by washing causing any bacteria that enter to have the potential of developing into an infection. The labia should only need cleaning once a day using a mild soap and water. Over cleaning of the genital area can be harmful and lead to infections such as thrush
Genital Hygiene (Male) 	The penis, scrotal area and anus, should only need cleaning once a day. Special care should be taken by uncircumcised men to make sure the head of the penis is cleaned. This can be done by allowing the warm water to act as a lubricant and the foreskin should be gently pulled back. Failure to clean this area properly will result in smegma collection, causing bad odours and an increased risk of infection.

Lesson Two – Changing Bodies

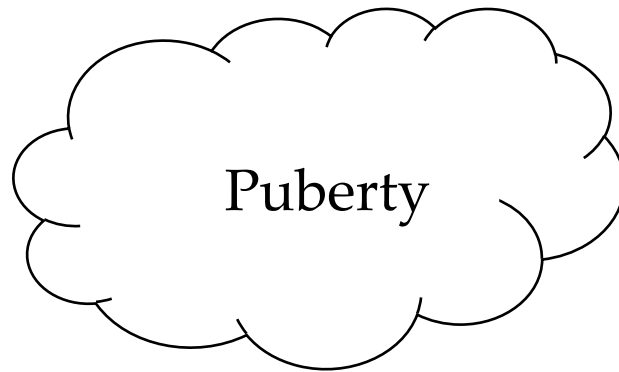
Enquiry question: What is Puberty?

Building on last lesson and the religious understanding of the body, we will now explore changes in puberty, including physical and emotional changes. We will consider how to look after and accept that our bodies will change, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes.

Video 1 (4 mins): Watch presenters Nathan and Mairi discuss the amazing process of growing up: from baby to toddler, from child to puberty and beyond.

Discuss and write:

What words do you think of when you hear the word puberty? Mind map your answers below:



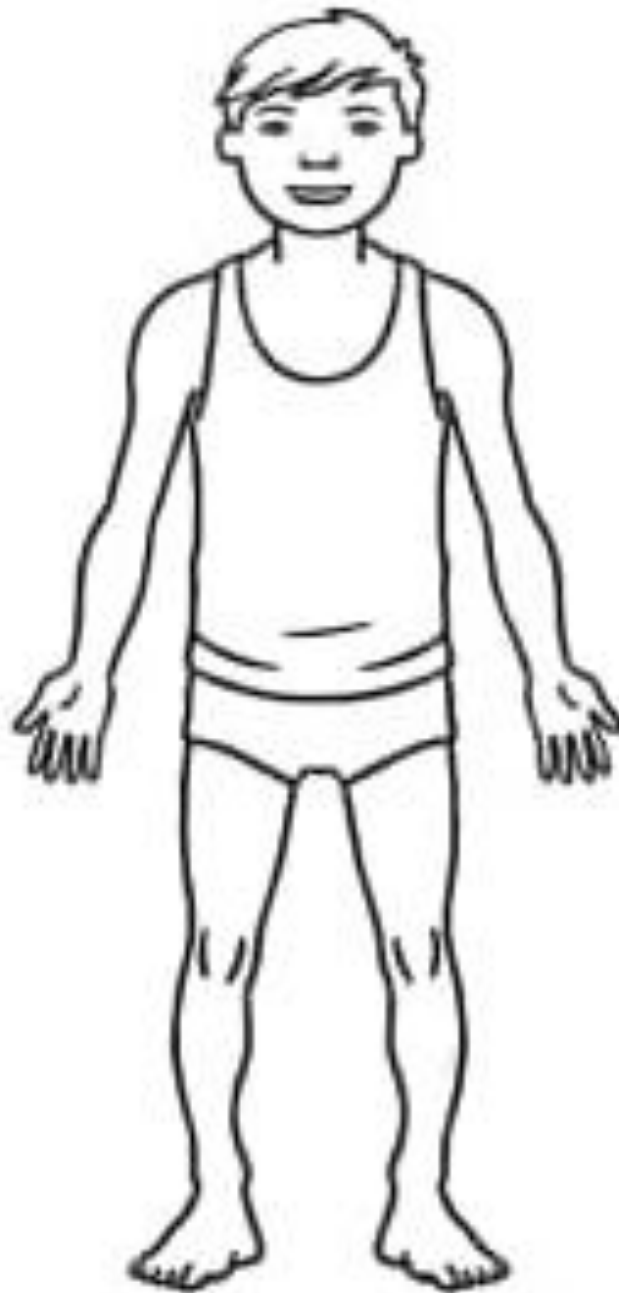
Survey:

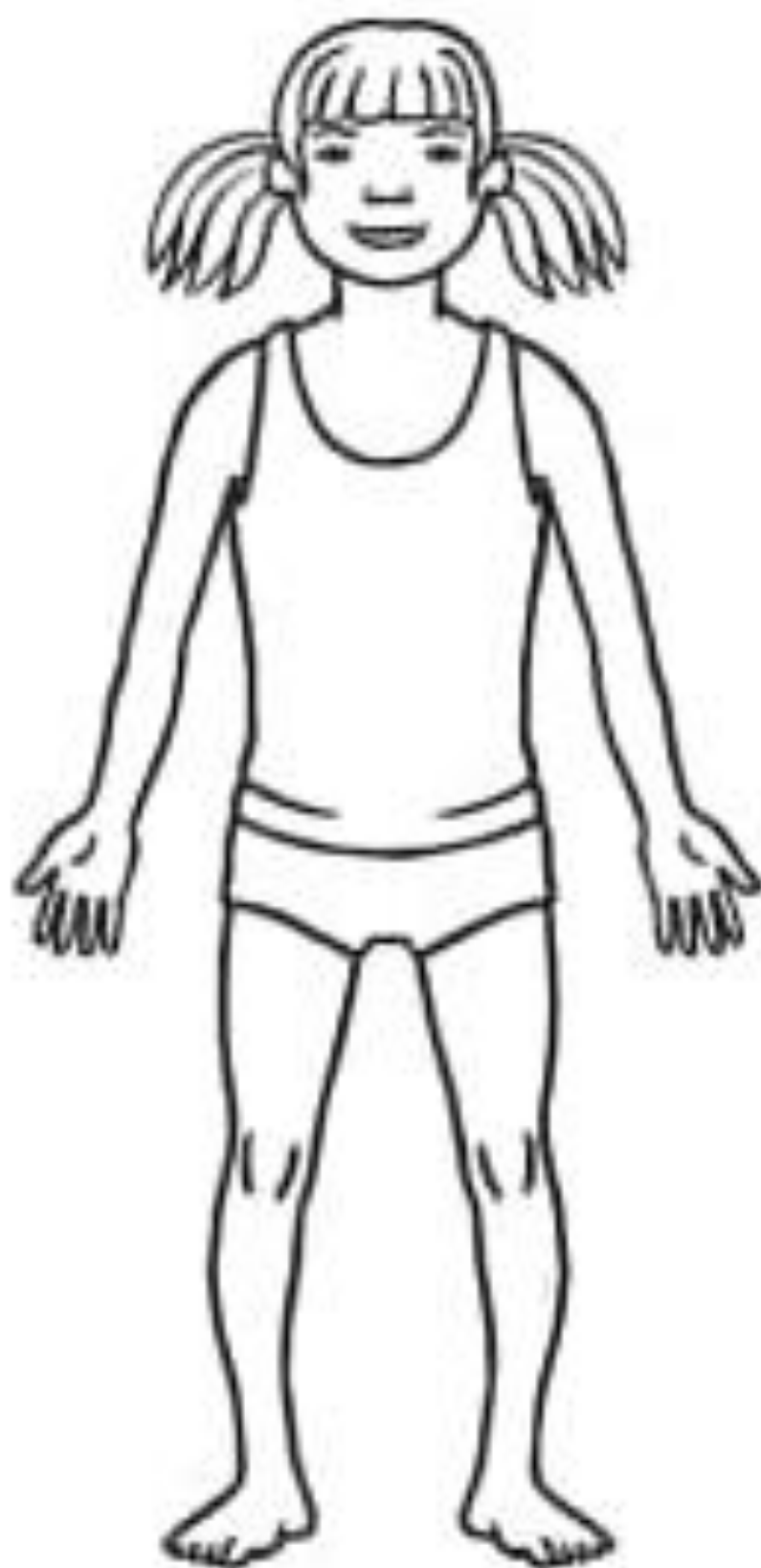
Give each question a mark out of 10 with 1 being not at all confident, 5 being a little unsure and 10 being very confident that you know it all.

Question	/10
How confident are you about knowing the physical changes that occur during puberty	
How confident are you about knowing the emotional changes that can occur during puberty?	
How confident are you in knowing how to manage the changes that occur during puberty?	
How confident are you in knowing where to look for guidance and support about puberty?	

Video 2 (7 mins): Mairi and Nathan describe the specific physical changes that boys and girls go through during puberty to reach sexual maturity. They discuss sexual attraction and the need for young people to develop emotional maturity too.

Annotate your body outlines by marking where the physical changes in girls' and boys' bodies take place and write a description of what happens (use your knowledge organiser to help)





Video 3 (5 mins): Emotional changes during puberty. Our presenters describe how the brain develops during puberty, which can cause mood swings and some unsettling feelings. For the first time, we meet the young adult group, who discuss their own experiences of puberty.

Scenarios: Physical and Emotional Changes during puberty:

Read the different scenarios below and give 3-5 pieces of advice on what someone could do> use your knowledge organisers to help you:

Scenario 1

'All my friends are growing really tall and I'm not. They are talking about how much pubic hair they have, and I hardly have any!'

Advice:

1. Puberty starts at different times for different people. Your body can change dramatically between the ages of 10-16.
2. Speak to a trusted adult, like a parent, about how you feel. They will have experienced this before and can help you.
3. All bodies are different and unique. Some people may grow more pubic hair than others. Try not to compare yourself to others.

Scenario 2

'I am starting to grow hair under my arm pits and more hair on my legs and arms. I am also noticing that I have body odour'

Scenario 3

'A friend of mine commented on the importance of keeping your mouth healthy and clean. How can I do this?'

Scenario 4

'I am very conscious that I am starting to see spots on my face and it feels really greasy. What can I do about it?'

Scenario 5

'I saw a video on TikTok that said "Body hair is disgusting and it should be removed". Should I follow this advice?'

Video 4 (2 mins): God is with you. Mairi and Nathan reassure pupils that everyone experiences physical, emotional and sexual changes during puberty, but in different ways at different times! They invite pupils to confide in God - puberty is God's plan for them and He is with them and loves them throughout it all.

Independent writing task: Concerns and Solutions

Write down in the table the concerns and worries that you have about going through puberty and getting older. Use your knowledge organiser and what you have learned in this lesson to write down some solutions on how you can overcome these worries and concerns:

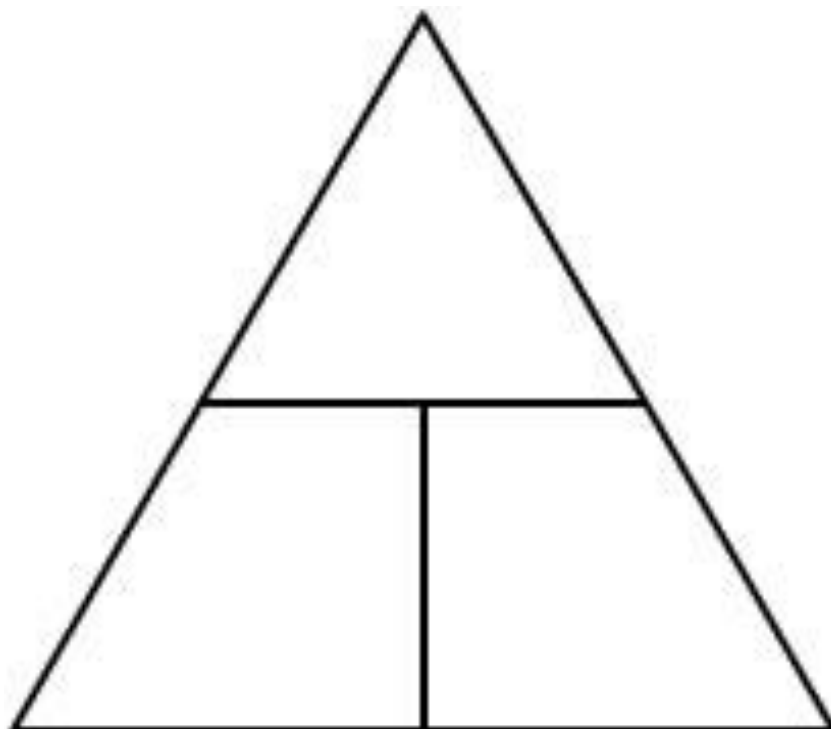
Concerns and Worries	Solutions

Survey:

Now repeat the survey you did earlier. Give each question a mark out of 10 with 1 being not at all confident, 5 being a little unsure and 10 being very confident that you know it all.

Question	/10
How confident are you about knowing the physical changes that occur during puberty	
How confident are you about knowing the emotional changes that can occur during puberty?	
How confident are you in knowing how to manage the changes that occur during puberty?	
How confident are you in knowing where to look for guidance and support about puberty?	

Have your responses changed? Are you now feeling more confident about talking about puberty? Write down three things that you have learned in this lesson:



Self-Esteem (Body Image)



Self Esteem

Having confidence in your own ability and showing yourself respect

Body Image

A person's attitude, belief and perception of their own body.

Body

The physical and material part of a person

Soul

The spiritual or immaterial part of a person

Help & Support Available

Trusted Adult	Parent, Carer or Teacher
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Childline	Contacting Childline Childline
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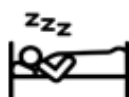
Self Esteem & Body Image

Eat Healthy Foods



Maintaining a healthy and balanced diet can improve self esteem and body image. Eating healthy helps to maintain a healthy weight and improves energy levels. A poor diet and a poor relationship with food can have a impact on a person's confidence.

Sleep



Young people going through puberty are advised to have between 8-10 hours sleep per night. It can benefit both your physical and mental health. It will help to improve your energy levels and can also support a healthy diet and maintaining a healthy weight.

Keep Active



Physical activity is an essential part of a healthy lifestyle. It promotes good physical health and contributes to people's self-esteem. It can lead to a sense of self satisfaction, it is enjoyable so can relieve stress, it releases endorphins which increase happiness and can improve body image as it maintains a healthy weight.

Body & Soul



The Catholic faith teaches us to focus on ourselves as both body and soul. This means, the image of yourself should not simply be based on the material part of a person. Instead, you should focus on all the things that you are proud of e.g. gifts, talents, abilities etc.

Positive Focus



It is natural to compare ourselves to people we see on social media, on film or on TV. It is important to remember these often showcase the best possible version of a body or face. The reality is that these people may also struggle with self-esteem. There are many people to follow on social media to gain a more balanced view of body types.

Don't Body Shame



The Catholic faith teaches that all humans are made in God's image. For this reason, we should treat all people with dignity and respect. This means we should never shame others or ourselves for how we look. There is more to us than just our bodies.

Positive Friendships



Ensure that the people you spend time with help to boost your self esteem. Your friends should be supportive, positive and be a source to improve your self confidence. If your friends do not help to improve your self esteem then this can be classed as a toxic relationship and it should be avoided.

Lesson Three – Healthy Inside and Out

Enquiry question: How does self-esteem affect my life and how can I increase my own self esteem?

In this session, you will identify what contributes to your self-esteem, and how high or low levels of self-esteem can affect your confidence and decision making. Building on previous exploration of body shapes and sizes, you will explore the effect of body image and learn techniques to help you increase self-esteem.

Video 1 (2 mins): Chad Brady - The Greatest Fan. An icebreaker sketch where Nathan plays Chad, an incredibly boring Youtuber reviewing electronic fans.

Class Survey: Go around the class and ask your peers:
What Makes You Feel Great? What Makes You Feel Awful?

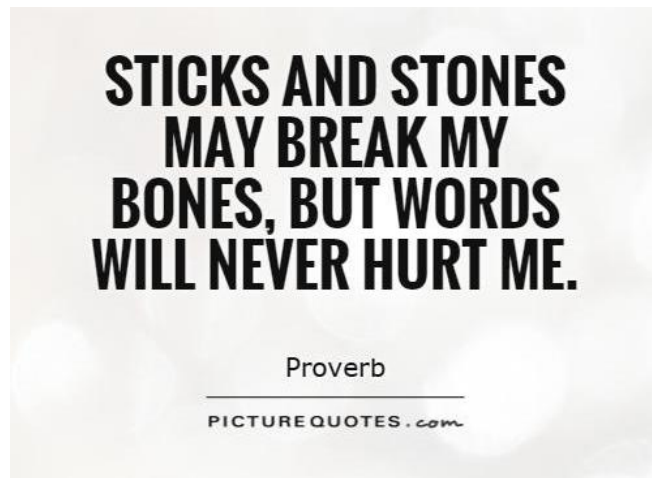
What makes you feel great?	What makes you feel awful?

Extension: Look at the proverb below. Discuss with your partner and annotate the proverb with some of your ideas. For example:

I strongly disagree with this proverb because...

I think words are just as harmful as physical actions because...

If people use words that make me feel uncomfortable I should...



Video 2 (6 mins): Nathan and Mairi explain what self-esteem is, and the effect it can have on our confidence and decision making. We also hear from Roxanne, who struggled with her body image during puberty.

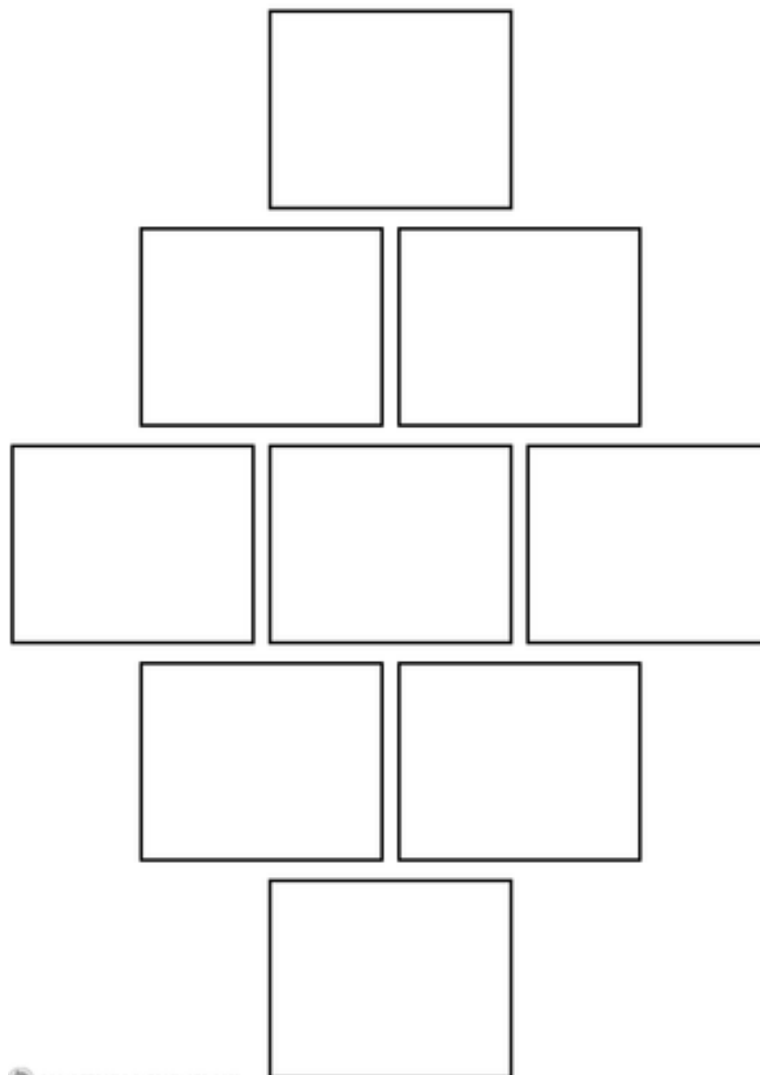
Everybody write:

Describe Roxanne's story and how it made you feel: can you identify with her experiences?

Video 3 (5 mins): Nathan and Mairi show that our feelings can be misleading: we shouldn't believe they are facts. They suggest four practical tips to build self-esteem.

Diamond 9: Read the nine statements about improving self-esteem and add them to the diagram based on what you think are the most helpful down to the least helpful:

1. Eat healthy foods
2. Have at least 8 hours sleep
3. Keep active
4. Keep in touch with your body and soul through prayer and meditation
5. Positive role models
6. Be body positive to yourself and others
7. Have a positive friendship group
8. Help others – give up your time and talents for other people
9. Learn – focus on your learning and improving at school



Personal Writing: Explain your thinking for your top and bottom choice:

I have chosen this as my most important because:

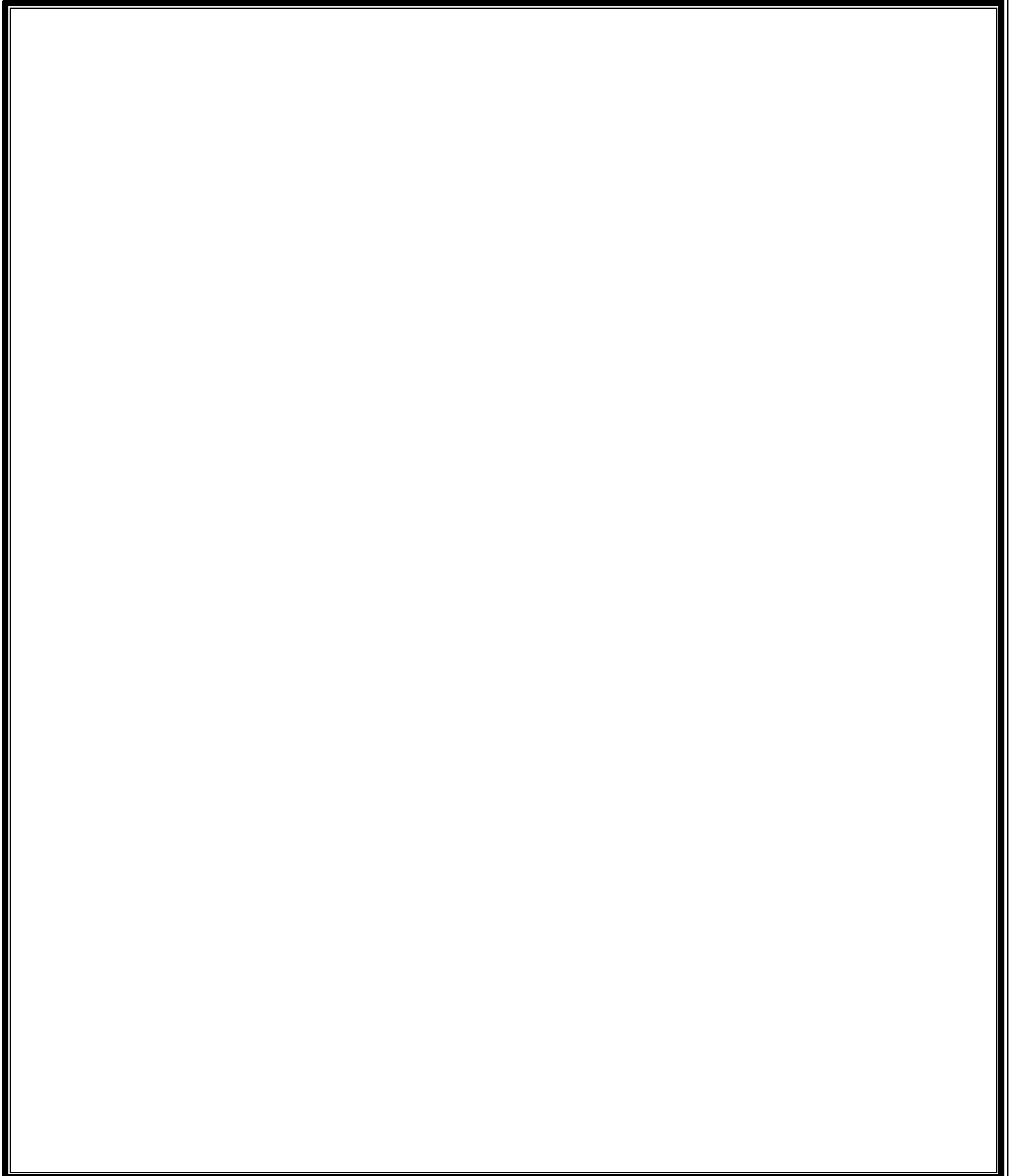
I have chosen this as my least important because:

Video 4 (4 mins): With the story of Maximilian Kolbe as an illustration, we hear that Jesus sacrificed His life on the cross so that the fullness of life that is found only in God might be given to us. Then Roxanne concludes her testimony about surviving difficult times through faith in Jesus. The film ends with a short time of reflection where pupils practice thankfulness.

Write down 3 things you are truly thankful for.

1. _____
2. _____
3. _____

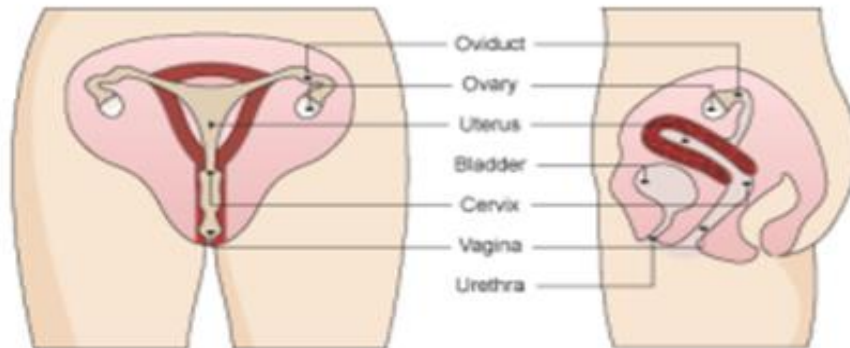
Extension: Design a poster outlining the different ways in which people can boost their self-esteem:



Reproductive System

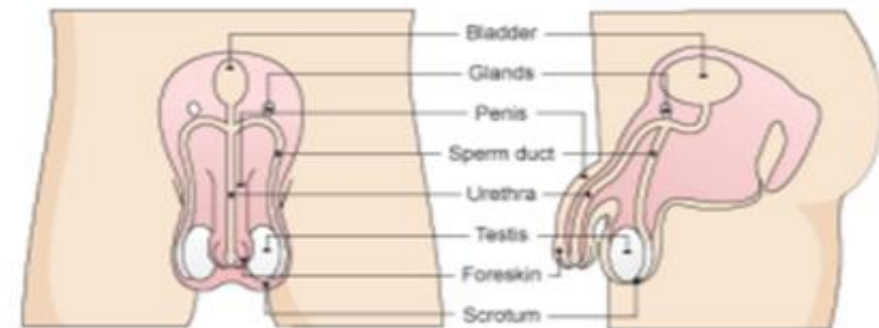


Female reproductive system



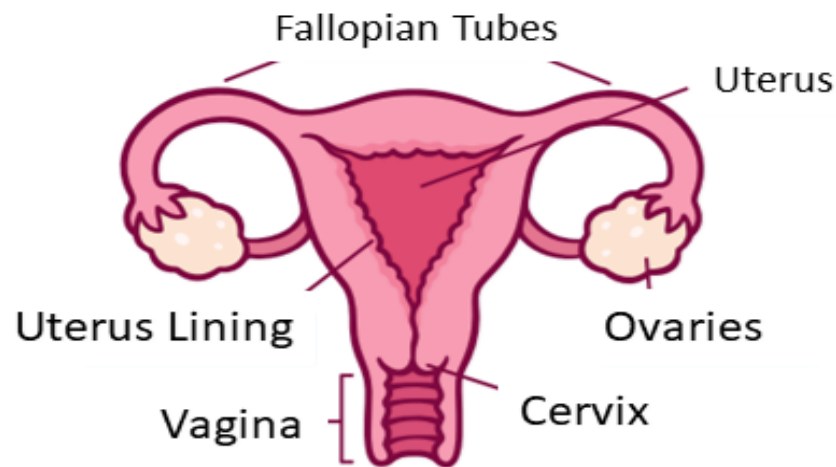
Parts of Female Reproductive System	Functions of the part
Ovary	The organ where eggs (ova) are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place in the uterus during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse; this is also part of the birth canal

Male reproductive system



Parts of Male Reproductive System	Functions of the part
Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

The Menstrual Cycle (Fertilisation, Gestation and Birth)



The Menstrual Cycle	
Days 1-5	A 'period' happens (menstruation), where the uterus lining breaks down
Days 6-13	Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary
Day 14	Egg (ovum) released from the ovary and travels down the oviduct (fallopian tube)
Days 15-28	Uterus lining stays thick, in case the egg is fertilised

Fertilisation	Gestation	Birth
<p>Fertilisation is when a sperm cell and an ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum, and only the head enters. They fuse together, putting the mother and father's genetic information together. The fertilised ovum is now an embryo.</p>	<p>After fertilisation, a woman is pregnant. The embryo grows as cells divide and travels to the uterus. The embryo implants into the uterus lining, where it gets oxygen and nutrients from the mother's blood. As it grows bigger, we call it a foetus. It grows a placenta and umbilical cord. At the placenta, the foetus gets oxygen and nutrients from the mother's blood.</p>	<p>After roughly 40 weeks of pregnancy, the foetus is ready to be born. The muscles in the wall of the uterus contract (contractions). These contractions get stronger and faster – this is 'labour'. After some time of labour, the amniotic sac breaks, which releases the fluid (the 'waters break'). Contractions push the baby headfirst through the birth canal – through the cervix and out through the vagina.</p>

Lesson 4 – Where we come from

Enquiry question: Where do we come from?

This session enables you to understand sexual intercourse within a scientific, moral and religious context, leading you in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle.

Video 1 (2 mins): Mairi and Nathan compare imported strawberries with local Pick Your Own, realising how important the question of where we come from is.

Discuss and write: Where do we come from?

Can you identify any technical terms associated with the topic of sex and reproduction. The words in your list should be linked to biological terms and not offensive terms:

Video 2 (4 mins): Mairi and Nathan explain that God's power brought the human race into existence...and that this session discusses sex, babies and blood.

Catholics believe the God is the creator of all life on earth. Catholics understand that humans have been created with the ability to reproduce. Reproduction is seen as the main purpose of sexual intercourse. As sex can lead to pregnancy, it is very important that young people understand the scientific facts as well as the importance of making mature and safe decisions regarding sex.

Answer the three questions on the next page;

Circle the answer most relevant to you:

1. In terms of sex, I know:

a lot nothing at all a little bit I've heard of it everything

2. When someone mentions 'sex', I feel:

embarrassed awkward excited confused confident

3. Everything I know about sex I learnt from:

Primary school an older sibling my parents the internet my friends

Video 3 (6 mins): Our presenters explain physically what sexual intercourse is, but describe sexual union as even more wonderful than that: it has an unbelievable power to generate new life.

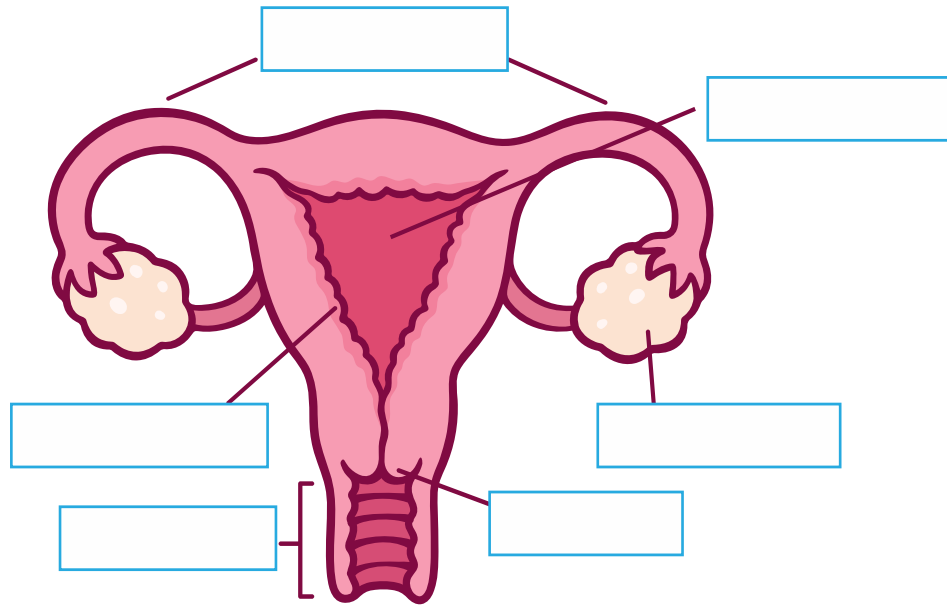
Read the statements below and decide if you agree or disagree (be prepared to explain your thinking):

Statement	Agree or Disagree
Sex is just a physical act	
The only purpose of sex is to have children	
Having sex with someone is harmless fun	
Sex should only happen when people are mature and ready	
The best place for a sexual relationship is in marriage	

Video 4 (4 mins): Nathan and Mairi discuss puberty as maturing towards being capable of becoming a mother or a father. One of the changes girls go through is getting their period, a process called 'menstruation'.

Use your knowledge organiser to help you complete the following task. Task 1 asks you to label and fill in the gaps or you can complete task 2 which asks you to label and describe.

Task 1



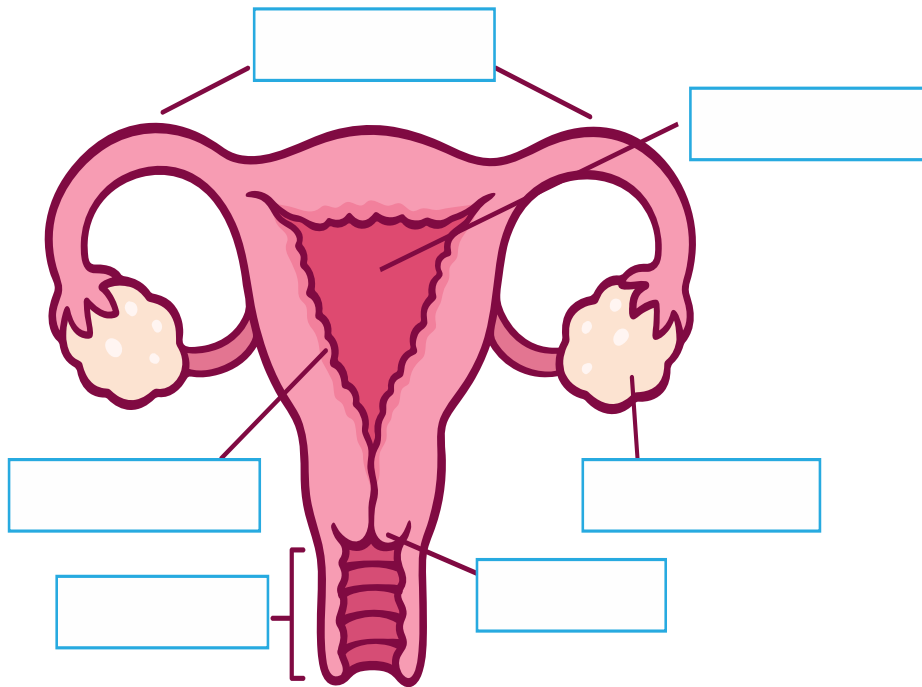
Use the word bank at the bottom of the page to fill in the blanks below. You might need to use some words multiple times!

Each month the _____ release an _____ or (ovum) and it travels down the _____
_____. If a _____ comes along and _____ the egg, the _____ tissue
stays where it is so that _____ can occur and the _____ is kept nice and safe
during _____. If no _____ comes along, then the _____ dies and so doesn't need
the cushiony _____, so the body _____ the tissue through the _____. That
tissue is the _____ that girls and women see during their _____. And then the process
begins again, and that is the _____. It takes about 28 _____ for one
complete cycle.

Word Bank:

Ovaries, egg, Fallopian Tube, sperm, fertilises, womb lining, implantation, pregnancy, sheds, vagina, blood, period, menstrual cycle, days.

Task 2



Use the word bank at the bottom of the page to write a paragraph explaining how the menstrual cycle works. You might want to use some words multiple times!

Word Bank:

Ovaries, egg, Fallopian Tube, sperm, fertilises, womb lining, implantation, pregnancy, sheds, vagina, blood, period, menstrual cycle, days.

Video 5 (5 mins): Nathan and Mairi discuss God's plan for sex: within marriage, for the purposes of bonding and babies. They interview several married couples about their own perspective on sex.

Do you agree or disagree with the couples that were interviewed? Give reasons for your viewpoint.

How do you think what you have learned today might affect you and the choices you make in the future?

For each statement, circle the response most relevant to you:

1. After this session I understand a lot more than I did before about sexual intercourse.

Strongly agree Agree Not sure Disagree Strongly Disagree

2. After this session I understand a lot more than I did before about the menstrual cycle.

Strongly agree Agree Not sure Disagree Strongly Disagree

3. After this session, I think that sex is more than just a physical act.

Strongly agree Agree Not sure Disagree Strongly Disagree

4. Now when someone mentions 'sex', I will feel confident rather than awkward.

Strongly agree Agree Not sure Disagree Strongly Disagree

Family and Friends



Different types of family in Britain

Blended Family	A family consisting of a couple, the children they have had together, and their children from previous relationships.
Single Parent Family	A family consisting of a parent with one or more children without the support of another adult partner in the household.
Same Sex Parent Family	A same-sex family is a homosexual couple living together with children.
Nuclear Family	A family unit consisting of two adults and their children living together
Foster Family	A family where children live with related or non-related adults to provide them with shelter and care.
Grandparent Family	A family where children are brought up by their grandparents
Extended Family	A family that includes parents and children and other relatives (grandparents, aunts/uncles) and cousins in the same household.

How to deal with conflict between family and friends

Communication

Speak to one another honestly about how you feel and what caused those feelings

Listen

Actively listen to how others feels and let them speak without interrupting

Remain calm

Try to put emotions to one side and remain calm e.g. not raising voices or losing your temper

Forgiveness

Be willing to forgive others and move on from previous issues

Seek help

Speak to trusted adult such as a teacher if the conflict is having a negative impact on you.

What makes a good friend?

Good friends make you feel good

Good friends say and do things that make you feel good, giving compliments and congratulations and being happy for you.

Good friends listen

A good friend allows you to talk and doesn't interrupt you. They're interested in what you have to say.

Good friends support each other

If you're feeling down, a good friend will support you. If you need help, a good friend will try to help you out.

Good friends are trustworthy

If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgmental.

Good friends handle conflict respectfully and respect boundaries

A good friend will tell you if you've done something to hurt them. If you tell a good friend they've hurt you, they'll be sorry and won't do it again.

Friends not followers

In the digital world you can feel under pressure to have a lot of friends and followers. Remember that you only need a small circle of friends to be happy.

Good friendships go both ways

Lesson 5 – Family and Friends

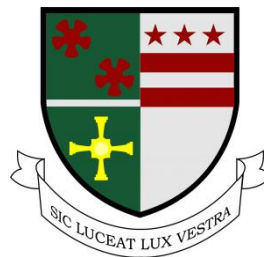
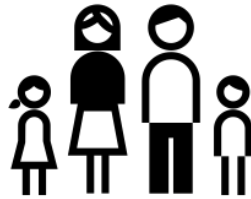
Enquiry question: How can I be a better friend and family member?

In this session, you will learn the features of positive and stable relationships between family and friends. You will reflect on different family structures, and explore how to deal with conflict, and understand the qualities of true friendship

Video 1 (2 mins): Nathan displays his dedicated support for a fictional girl band.

Discuss and write:

Who or what do you support and why? (use some of the images below to help)



Video 2 (3 mins): Amongst discussions of other family models, Nathan shares about his Dad's illness when he was young and the support he received.

Complete a family tree to show that is in your family. This can include people who are closely connected to you who may not be blood relatives:



Task:

Describe an important event that you shared with your family:

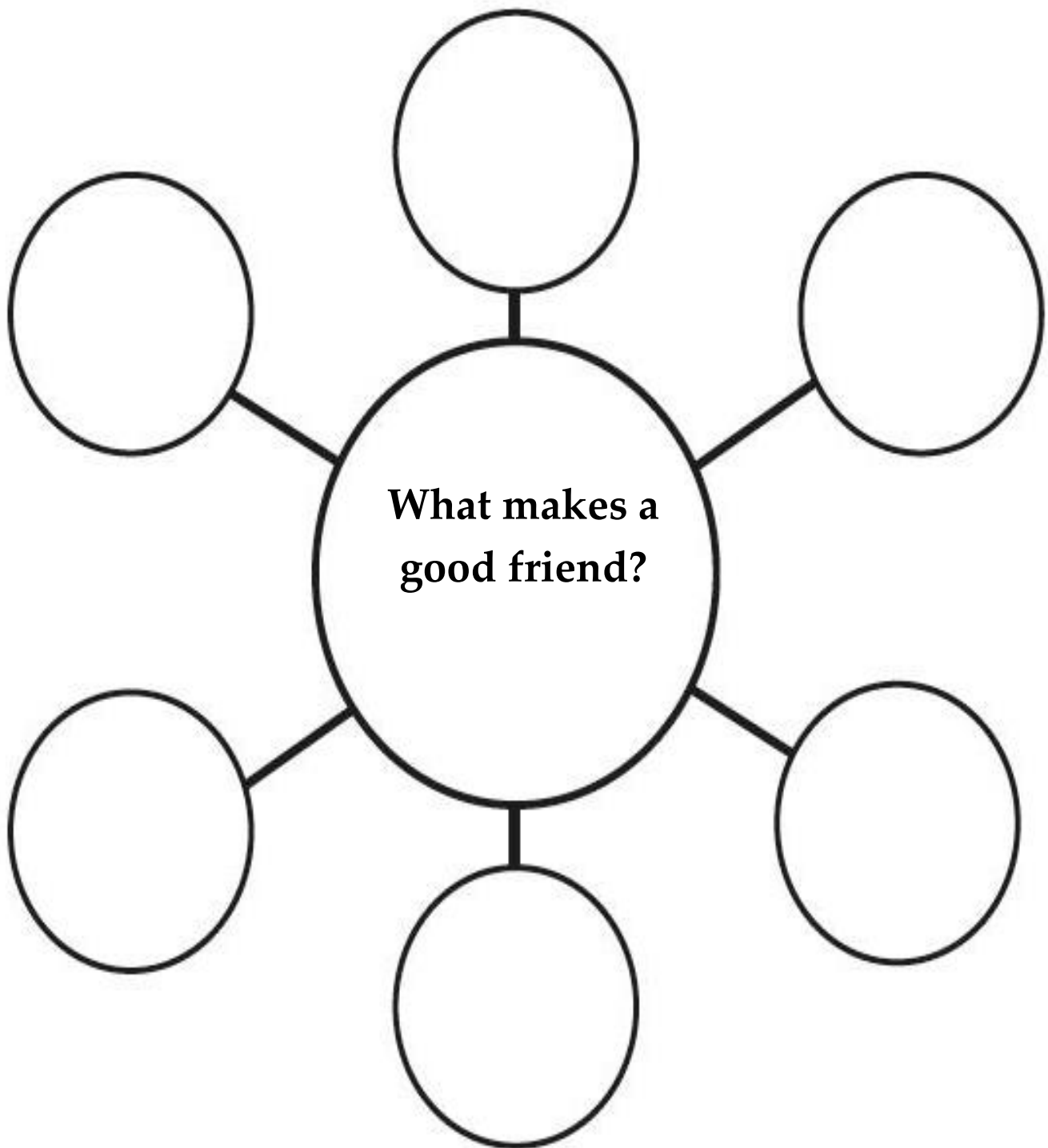
Task:

Use your knowledge organiser to correctly identify the different types of family that we have in the UK:

Different types of family in Britain	
Blended Family	
Single Parent Family	
	A same-sex family is a homosexual couple living together with children.
	A family unit consisting of two adults and their children living together
Foster Family	
Grandparent Family	
	A family that includes parents and children and other relatives (grandparents, aunts/uncles) and cousins in the same household.

Video 3 (6 mins): Mairi and Nathan discuss qualities of good friends and our young adult group share stories about more difficult friendships.

Discuss and write: What makes a good friend?



Video 4 (5 mins): Dealing with conflict. Nathan and Mairi show how we can deal with inner conflict and external disputes by better managing our thoughts, feelings and actions

Task: Thoughts, Feelings and Actions – look at the following scenarios and decide what would be the best course of action. Remember how important it is to consider your emotions and actions:

Scenario 1:

Your friend is too busy to make plans, breaks plans, and can't be counted upon.

Advice:

Make sure she's aware of what she's doing; let her know she's disappointed you; and ask her to be more reliable. If the problem persists, you may need to dilute the friendship by seeing her less frequently and/or relying on more reliable friends.

Scenario 2:

You can't stand your friend's boyfriend or spouse.

Advice:

Scenario 3:

You and your friend were attached at the hip in the primary school and now have nothing to say to each other.

Advice:

Scenario 4:

You feel like you are being excluded from a friendship group by one other member of the group:

Advice

Scenario 5:

Your friend is taking advantage of your kindness. They are constantly asking you to copy their homework, to go out of your way to meet them, to borrow money and use your phone data.

Advice

Scenario 6:

Your introduced your best friend to another friend and the two of them no longer include you in their plans.

Advice

Scenario 6:

Your friend has stopped speaking to you completely and is ignoring you without explanation.

Advice

Video 5 (2 mins): Mairi leads a short reflection about how our thirst to love and be loved has been given to us by God.

My life on screen (Positive Digital Life)



10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

What does a positive digital life look like?

A person's digital life cannot be deleted and can be accessed at any time through a simple social media or search engine search. To promote a positive digital life there are 5 simple rules:

1. **Would you want your parent/ carer / teacher to see it?**

Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.

2. **Do you really think that is private?**

Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.

3. **Would you say it to someone's face?**

If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.

4. **Is this your work to publish/use?**

Reposting or using someone else's work is fine if you credit the original owner creator. If you don't it is plagiarism.

5. **Would you want someone to do it to you?**

How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?

Where to get more help and support

- Parents and trusted family / adult
- School Safeguarding Team
- Directly to the police
- Report any inappropriate behaviour to the website
- NSPCC - www.nspcc.org.uk
- Childline - Helpline: 0800 1111 (24 hours, every day) / www.childline.org.uk
- CEOPS - www.ceop.police.uk/safety-centre/

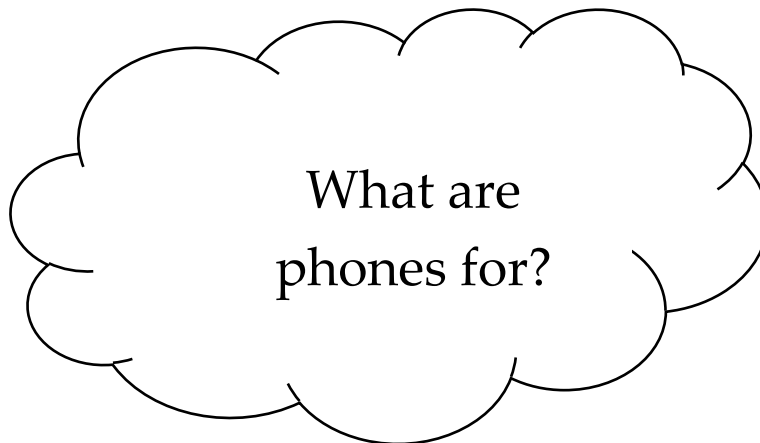
Lesson Six – My Life on Screen

Enquiry question: How do I safeguard my online life?

The Catholic Church believes that we are made out of love for love. In this session you will explore your digital life and the effect our use of digital technology can have on ourselves and others.

Video 1 (2 mins): 4 Crazy Ways to Use Your Phone. An icebreaker sketch with increasingly inventive ways to use our phones.

Discuss and write: Create a mind map below based on the question below:



Video 2 (3 mins): Who Are You? Sharing examples of Ed Sheeran's digital detox and Amalia Ulman's social media experiment, Mairi and Nathan compare our real and online lives.

Guided Reading: Ed Sheeran and his digital detox:

In 2017, Ed Sheeran surprised fans by going off the grid completely. The British singer-songwriter shared on Instagram his decision to "take a break" from his phone, email and social media to "travel the world and see everything I missed" after spending the last five years taking life in "through a screen." Sheeran returned to the stage one year later, but not without a new perspective on the importance of a digital detox.

Hello all. I'm taking a break from my phone, emails and all social media for a while, I've had such an amazing ride over the last 5 years but I find myself seeing the world through a screen and not my eyes so I'm taking this opportunity of me not having to be anywhere or do anything to travel the world and see everything I missed. To my family and friends, if you love me you will understand me bugging off for a bit, to my fans, the 3rd album is on its way and is the best thing I have made thus far. See you all next autumn, and thank you for being amazing.

Ed x

Detaching from technology proved so impactful to Ed that he's gone an impressive two years without a mobile phone. The singer re-shared the original message to his 17.3 million Instagram followers on Wednesday, writing, "2 years since I ditched my phone x" Giving up his phone was a New Year's resolution aimed to decrease stress.

Ed said: "I don't wake up in the morning and have to answer 50 messages from people asking for stuff. It's just like, I wake up and have a cup of tea." "I feel like life is all about balance, and my life wasn't balanced." Sheeran's also taken a step back from social media all together, deleting Twitter because of internet trolls: "I go on it and there's nothing but people saying mean things. One comment ruins your day."

Should you follow Ed Sheeran's example with digital detox?

A new survey of 1000 adults has found that 61 per cent said that their digital life is a "major concern". Nearly half – 45 per cent – admit digital overload has affected their relationships or sleep patterns, while 35 per cent said it makes them feel anxious and unable to relax. Experts say that rather than 'detox' and then revert back to being device-dependent the following day, it is more beneficial to change the way devices used," Allocate a small amount of time for internet browsing or checking your phone and stick to it. This eliminates constant interruptions and allows you to fully concentrate the rest of the time. You could also replace your phone with other activities such as reading a book, listening to music or going outside.

Outline the key points from the article below:

Video 3 (4 mins): Keeping Safe Our presenters discuss the positives and negatives of social media and gaming, including sexting (sharing sexual messages) and game addiction.

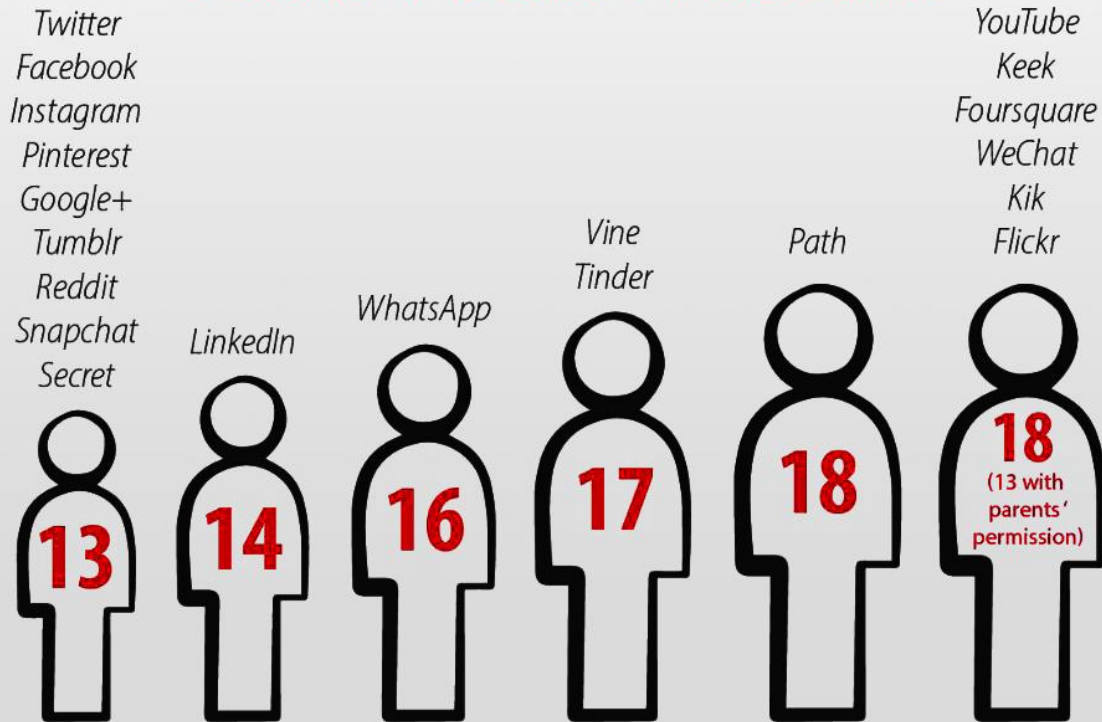
Activity	Positives	Negatives
Social Media		
Online gaming		
TikTok		
Digital Footprint The information about a person that exists on the internet as a result of their activity.		

Extension Activity:

Annotate the footprint with what you think should be shared online and what information you think should not be shared:



Age Restrictions for Social Media Platforms



Why do you think there are age restrictions on the use of Social Media?

Video 4 (3 mins): The Golden Rules. The young adult group discusses social media and Nathan and Mairi present 4 rules to help young people stay safe online.

What are the benefits of sticking to the four golden rules when going online?

Keeping Safe Online

Read the different statements and put them in order of what you think is the most important:

Statement	No.
Don't post any personal information online – like your address, email address or mobile number.	
Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.	
Keep your privacy settings as high as possible.	
Never give out your passwords.	
Don't befriend people you don't know.	
Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.	
Remember that not everyone online is who they say they are	
Think carefully about what you say before you post something online.	
Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.	
If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.	

Video 5 (3 mins)

Living Responsibly



The Parable of the Wooden Bowl

- A frail old man went to live with his son, daughter-in-law, and four-year old grandson.
- The family ate together at the table, but the elderly grandfather's shaky hands and failing sight made eating difficult and he would spill food.
- The son and daughter-in-law became irritated with the mess and set up a small table in the corner and gave the elderly man a wooden bowl.
- The four-year-old watched it all in silence and one evening his father noticed his son playing with wood scraps on the floor.
- He asked the child: "What are you making?" and the boy responded, "Oh, I am making a wooden bowl for you to eat your food in when I grow up."
- The words struck the parents and they were speechless.
- That evening the husband took Grandfather's hand and gently led him back to the family table and for the remainder of his days, he ate every meal with the family.



The Parable of the Good Samaritan

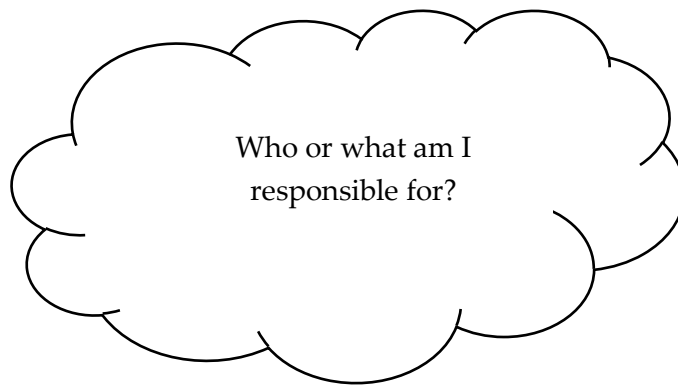
- Jesus tells of a man who was travelling from Jerusalem to Jericho and was attacked by robbers on the way.
- He was badly beaten and left for dead.
- The first person to pass the injured man was a priest, who crossed the road and continued walking.
- The second person to pass the injured man was a Levite, a priest's assistant. He also crossed the road and continued walking without helping the man.
- The third person to come by was a Samaritan, a person from Samaria. The Samaritans were hated by the Jews.
- When the Samaritan saw the man, he took pity on him. He bandaged him and cleaned his wounds.
- He then put him on the back of his donkey and took him to an innkeeper, whom he paid to look after him.
- The parable ends with Jesus giving a commandment to go out and do the same as the Samaritan had done.

Lesson Seven – Living Responsibly

Enquiry Question: How do my actions affect others?

Video 1: (2 mins): Fence Painting Nathan is 'too busy', so refuses to help Mairi paint a neighbour's fence.

Discuss and write:



Video 2 (4 mins): The Wooden Bowl. Nathan tells the story of a man who learns to treat others as he would like to be treated, and Mairi introduces the theme of social responsibility.

What does the story of the wooden bowl teach us about social responsibility?

Video 3 (4 mins): Social Responsibility: Nathan and Mairi share some stories of socially responsible actions.

Paired Discussion and writing:

Make a short list of the communities that you are part of (or the communities that people can be part of):

1. _____
2. _____
3. _____
4. _____
5. _____



Explain why values important for a community?

Video 5 (5 mins): Nathan and Mairi reflect on the whole programme and finish in prayer for pupils, that they will 'live life to the full', that they will know that they are loved by God and that they will develop a deeper friendship and relationship with Jesus

Summative Assessment

Complete the table below. Put a tick in the box that best describes your knowledge at the end of this unit of work:

Topic	Not confident	Slightly confident	Fairly Confident	Completely confident
What is meant by the belief that humans are unique				
The physical and emotional changes that people go through during puberty				
How to take responsibility for personal hygiene				
What contributes toward positive self esteem				
How humans reproduce, fertility and the menstrual cycle				
What makes a positive and stable relationship with family and friends				
What a positive digital (online) life looks like				
How to play a responsible part in the community				